



Southdale Primary School and Early Learning and Childcare Setting



PROGRESS REPORT FOR SESSION 2024/25

(Standards & Quality Report)

Southdale Primary School

Southdale Way

Armadale

EH48 3PR



ABOUT OUR SCHOOL

Southdale Primary School is a non-denominational school serving the community of Armadale. The school is part of the Armadale Academy Cluster and has a strong collegiate relationship with its cluster schools. The school also benefits from an active Parent Council (Parent Partnership) who are committed to improving the work and life of the school as well as organising fundraising events.

The school role for session 2024-25 was 289 organised across 11 classes. There are 52 children in ELC. Our Senior Leadership Structure consisted of a Head Teacher, Depute Head Teacher and Principal Teacher. There are 8 Pupil Support Workers (PSWs) who are deployed at various stages across the school to support meeting learner needs.. ELC staffing includes 1 Early Years Officer, 5 Early Years Practitioners and 3 Pupil Support Workers.

The vision for Southdale Primary School and ELC is to strive to 'Pave the Path to New Horizons, be on a joint journey to success, develop strong roots in our community and develop knowledge and understanding for the future',

The school has had a successful year and worked hard to ensure it provided a broad and experiential curriculum to meet the needs of all of our learners, which represents their rights and deepens their skills for learning as well as their skills for life and work.

At Southdale Primary School, our Values were co-created with our learners, staff, parents and partners and are beginning to be embedded across the school. Our Values drive our curriculum and are embedded in everything we do.



IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2024/2025, what the impact has been and what our next steps will be to continue to address these priorities in session 2025/26.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at: <https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) and How Good is Our Early learning and Childcare? (HGIOELC) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY	HOW DID WE DO?
<p>SCHOOL</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2024/25 was</p> <p>All learners will have access to and receive consistently well planned learning, teaching and assessment (formative and summative), providing appropriate challenge, differentiation and pace.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<p><u>We have made good progress in LITERACY</u> <u>What did we do?</u></p> <p>To continue to develop our strategy for raising Attainment in Literacy</p> <ul style="list-style-type: none"> • Our Southdale Literacy audit highlighted a need for consistency of approaches across all aspects of Literacy. • Our Literacy lead developed a 2 year Literacy Action Plan which will lead to the creation of our Literacy Strategy • Our Literacy Lead created Literacy overviews for each stage to ensure consistency and progression • Our Literacy lead supported our Pupil Leadership Group alongside a group of parents to develop our class libraries and a whole school library. • Our Literacy lead created a bank of resources to support teaching of VIPERs • Most classes are beginning to use core and genre targets in writing lessons. Almost all learners are being exposed to the targets and beginning to familiarise themselves with them when talking about their learning journey. • All classes are using PM writing approaches and all staff are becoming more confident when using PM resources. Majority of learners can talk about the features of different genres. • All classes have introduced Literacy working walls and are investigating Literacy rich learning environments • We are making good progress in developing a reading culture within our school. All classes have their own class library and access to the school library • Almost all children have opportunities to read for pleasure. • We revamped our class libraries as part of Scottish Book Week. We celebrated World Book Day – children and staff took part in a books swap and staff shared a variety of stories and texts as well as providing Read Write Count bags for P1. Reading ambassadors have been elected to support our journey towards our Reading Schools Award. • Excellence & Equity meetings discussed how we support learners who are not on track / need challenge. The tighter focus on curricular areas has helped identify particular barriers and allow appropriate planning and interventions put in place. • SfL teacher/PSWs have carried out a range of assessments to identify learners who require support. This allowed them to plan and implement appropriate interventions. • PSWs have provided targeted support to identified children. Almost all children targeted have made improvements in reading and spelling. • Digital Bug Club readers have been used to engage our learners • All children have access to homework grids which outline age and stage appropriate high quality question prompts to support higher order thinking skills. • Support for learning assessments have been used to identify literacy difficulties such as Dyslexia. This assessment information has been effectively used to identify appropriate interventions and set up small support groups. • SfL has formally identified children who have dyslexia. A support group has been set up to focus on increasing their ICT skills, using accessible tools. <p><u>Evidence indicates the impact is:</u></p> <ul style="list-style-type: none"> • P2, P4, P5, P6 & P7 achieved above the WL stretch aim in Literacy • In reading, almost all learners in P2 and P7 and most learners in P1, P3, P4, P5 & P6 achieved expected levels of achievement • In Writing almost all learners in P2 and P6, most learners in P3, P4, P5 & P7 and the majority of learners in P1 achieved expected levels of achievement • In Listening and Talking almost all learners in P1 – P3 and P5 – P7 and most learners in P4 achieved expected levels of achievement <p><u>We have made good progress in NUMERACY</u></p>

	<p><u>What did we do?</u></p> <p>To continue to develop our strategy for raising Attainment in Numeracy</p> <ul style="list-style-type: none"> • SNSA results identified the P2-7 pupils who required universal and targeted interventions to develop their numeracy skills. • All classes have begun to use working walls. We now need to further develop these to ensure a consistent approach and they support pupil's learning. • The majority of teachers are using the numeracy and mathematics tracker to record assessment of individual learner's progress. This supported staff to prepare for E&E meetings. • We use a wide variety of different assessment techniques such as SNSA, Plickers, Sumdog assessments, high level questioning, number talks strategy discussions • All staff engaged in cluster moderation of Numeracy Assessment. This supported our teacher professional judgement. • P1-3 use Seesaw to share children's work. We will further develop Seesaw as a Profiling tool. • Almost all classes use Sumdog as either an assessment tool, to support learning and to engage learners. • Apps on the I-Pad such as Hit the Button support learners becoming more fluent with their number bonds and x tables. • In some classrooms, QR codes are evident on learning walls to ensure access to games. • Children are encouraged to explore number through play with various materials ie Cuisenaire rods, numicon, dice, money, natural materials, toys, blocks and cubes. • Tuff trays are used in some classrooms to further explore number concepts and develop rich conversations. • Almost all staff have an increased understanding of high-quality assessments and have used this to support the planning of numeracy and maths assessments. This was further evidenced through robust professional dialogue at cluster moderation events. • Increased consistency to approaches to assessment, supported the implementation of cluster and school level assessment frameworks. • Identified staff have benefited from intense professional learning on Building Thinking Classrooms. All staff have engaged in professional learning and a small test of change and are implementing aspects of building thinking classrooms within numeracy, allowing most learners to talk and share their learning in different ways. This is leading to most learners experiencing a wider range of learning opportunities in numeracy and maths. • <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • P1 – P7 achieved above the WL stretch aim in Numeracy • In Numeracy, almost all learners in P1, P2, P4, P5, P6 and P7 and most learners in P3 achieved expected levels of achievement • Some children are reported to be more confident at talking about strategies that they have used and using the correct vocabulary
<p>ELC</p> <p>All children will have access to regular, well-planned high quality learning experiences indoors and outdoors with a focus on Literacy and Numeracy skills through the provision of literacy and numeracy rich environments.</p>	<p>LITERACY</p> <p><u>What did we do?</u></p> <ul style="list-style-type: none"> • ELC Practitioners worked alongside PT and Literacy Lead to complete Literacy Audit linked to HGIOELC 2.2 and 2.3 to evaluate learning environment and provision and identify next steps to ensure a high quality, literacy rich learning environment both indoors and outdoors. • Literacy Action Plan created to address areas for improvement and lead by Literacy Lead • Visuals (photos and labels) to promote Literacy skills updated throughout the nursery environment.

<p>Increased staff confidence in the process of moderation and achievement of Literacy and Numeracy skills ensuring consistency of professional judgement across the setting</p>	<ul style="list-style-type: none"> • Big Bedtime Read implemented successfully with a focus on supporting children to develop Literacy skills through sharing/reading books. • ELC Practitioners have attended WLC Early Years Networks focussed on Literacy. • All ELC Practitioners participate in Excellent and Equity meetings with PT to evaluate children's progress on ELC Tracker and identify strategies to support next steps in learning in Literacy. • Early Years Development officer led CLPL regarding the use of consultative planning • Lead practitioner developed home learning opportunities in Numeracy through seesaw • PT supported staff to increase their confidence in the use of the WL progression Pathways to make consistent and valid judgements on children's progress • Tracker bags were developed to support particular literacy skills using high quality and well considered resources. • All staff engaged with Education Scotland through a Literacy Thematic review. This validated our progress throughout the year and our next steps <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Most N5 learners are on track (tracking green) across all areas of the literacy tracker statements • Almost all (96.5%) of N5 learners are on track (tracking green) for listening to others and taking turns to talk • Almost all (93.1%) of N5 learners are on track (tracking green) for Talking clearly and using grammar, understanding and using a range of vocabulary and understanding and using a range of questions. • 82% of N5 learners scored their above their actual age in the Renfrew Word Finding Vocabulary Test. • 98% of families engage in the Big Bedtime Read at home <p>NUMERACY What did we do?</p> <ul style="list-style-type: none"> • ELC Practitioners worked alongside PT and Numeracy Lead to complete Numeracy Audit linked to HGIOELC 2.2 and 2.3 to evaluate learning environment and provision and identify next steps to ensure a high quality, numeracy rich learning environment both indoors and outdoors • Numeracy Action Plan created to address areas for improvement and lead by ELC Practitioner who hold Numeracy Distributive Leadership role. • Practitioners continue to develop a Numeracy Rich environment both indoors and out • Lead practitioner developed home learning opportunities in Numeracy through seesaw • Tracker bags were developed to support particular Numeracy skills using high quality and well considered resources. • ELC Practitioners have attended WLC Early Years Networks focussed on Numeracy. • PT supported staff to increase their confidence in the use of the WL progression Pathways to make consistent and valid judgements on children's progress <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Most N5 learners are on track (tracking green) across 90% of tracker statements • Almost all (96.5%) of N5 learners are on track (tracking green) for touching and counting objects accurately and matching and sorting objects. • Almost all (93.1%) of N5 learners are on track (tracking green) for understanding positional language • 31.3% of N5 learners are working beyond expected levels for recognising and reading numerals
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<p>SCHOOL</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2024/25 was</p> <p>Our learners will be supported in Numeracy, Literacy and HWB through targeted interventions to work on closing any gaps identified</p> <p>NIF Driver(s)</p> <p> <input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information </p>	<p>We have made good progress.</p> <p><u>What did we do?</u></p> <p>Numeracy and Literacy (General)</p> <p>The school was awarded £24,500 of Pupil Equity Funding in 2024/25. PEF was used to recruit a 0.5 SfL teacher to oversee all equity priorities across the school and deploy PSWs to support the needs of identified learners. Interventions this year have focused on addressing gaps in Literacy and supporting life skills. Examples include Small group setting, Drawing & Talking Therapy, Literacy Interventions, Dyslexia support.</p> <ul style="list-style-type: none"> PSWs have undertaken a range of CLPL such as Inner Wings and Digital CLPL focused on the use of accessible tools for learning. Some PSWs are now more confident at carrying out targeted interventions All teaching staff were involved in termly professional dialogue through Excellence and Equity meetings. This dialogue was focused on specific interventions for learners identified off-track. Individual programmes are in place for the most vulnerable learners allowing their needs to be met Ongoing assessments are carried out to identify gaps in learning. Assessment data is collated and shared with SfL teacher allowing her to support teachers to plan to meet learner needs. <p>Literacy Interventions</p> <ul style="list-style-type: none"> Some PSW have a range of assessment and interventions that they are now very familiar with and use regularly in their work with children. Clicker subscription has been upgraded. This resource is available on any device in school so is readily available to any pupil who requires it. SfL and Digital Pedagogy Officer have continued to explore and share the use of ICT to enhance and support learners e.g. use of Dictate, Clicker, Immersive Reader and other ICT solutions to learning. This has significantly allowed learners to be more independent in their learning. SfL staff have set up a Dyslexia Support Group for P5 children to introduce and extend their knowledge of ICT programme/apps which will aid their literacy e.g. text speech and speech to text technology. Resources purchased to support PEF interventions throughout the school <p>Equity</p> <ul style="list-style-type: none"> Middle leaders across cluster schools have further engaged in quality improvement activities, supported by the West Lothian's Equity team to identify next steps to improve approaches to closing the poverty related attainment gap. School staff are further enhancing their knowledge and approaches to equity and closing the poverty related attainment gap. This is ensuring that all staff are actively taking steps to meet the needs of all of our learners including reducing the stigma around the cost of the school day and the impact of poverty. <p><u>Evidence indicates the impact is:</u></p> <ul style="list-style-type: none"> The confidence of almost all learners involved in literacy and numeracy interventions has increased and they are more willing to put forward their ideas, both verbally and/or in writing. The specific targeted interventions identified at the Excellence and Equity meetings were used effectively to create and deliver individual and small group plans based on the gaps in their learning using the WLC progression pathways. Staff also used the Benchmarking tools to identify specific targets for individuals. Staff report that this was a more useful way to identify children and meet their needs. 83.33% % of parents feel the school has helped to reduce the day to day school costs
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	<ul style="list-style-type: none">Our school social equity team have worked on a social enterprise project and have created a pop-up shop called 'Dalebay'. The shop sells pre-loved school uniforms and other items to support with minimising the Cost of the School Day. <table><tr><th>Stage</th><th>No of Q1 Learners</th><th>Quintile 1 learners on track</th></tr><tr><td>P1</td><td>0</td><td>Literacy - % Numeracy - %</td></tr><tr><td>P2</td><td>1</td><td>Literacy – 100% Numeracy – 100%</td></tr><tr><td>P3</td><td>2</td><td>Literacy - 50% Numeracy - 50%</td></tr><tr><td>P4</td><td>1</td><td>Literacy – 0% Numeracy – 0%</td></tr><tr><td>P5</td><td>1</td><td>Literacy – 100% Numeracy – 100%</td></tr><tr><td>P6</td><td>3</td><td>Literacy - 67% Numeracy - 67%</td></tr><tr><td>P7</td><td>1</td><td>Literacy - 100% Numeracy - 100%</td></tr></table>	Stage	No of Q1 Learners	Quintile 1 learners on track	P1	0	Literacy - % Numeracy - %	P2	1	Literacy – 100% Numeracy – 100%	P3	2	Literacy - 50% Numeracy - 50%	P4	1	Literacy – 0% Numeracy – 0%	P5	1	Literacy – 100% Numeracy – 100%	P6	3	Literacy - 67% Numeracy - 67%	P7	1	Literacy - 100% Numeracy - 100%
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<p>ELC</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2024/25 was</p> <p>Through observation and effective analysis of assessment data children’s needs are identified early and appropriate, proportionate and timely support and strategies are put in place to close the attainment gap.</p> <p>Effective partnerships will have a positive impact on children’s progress in key areas of learning in literacy, numeracy and health and wellbeing.</p>	<p>What did we do?</p> <ul style="list-style-type: none">All ELC Practitioners have participated in Excellent and Equity meetings with PT to evaluate children’s progress on ELC Tracker and identify strategies to support next steps in learning.All learners have a personal plan created in consultation with parents/carers and regularly reviewed by their allocated key worker that contains individual targets to support the child’s needs.EYO and PT are developing links with partners including Health Visitors and SALT to support meeting the individual needs of all children.Identified N5 learners have been supporting in their transition to Primary 1 by the with appropriate targeted interventions identified to support their needs.PT carefully tracks the progress of our CEYP in the ELC to ensure appropriate support is available as and when required.SfL supports EYO and practitioners to plan effectively to meet the needs of their learnersStaff participate in IEP and CPM meetings where appropriate. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none">Tracker data along with personal plan targets and CPM minutes and CAST transition documents show that most learners have made progress across literacy, numeracy and health and wellbeing.Tracker data along with personal plan targets and CPM minutes and professional judgement shows that PEF Identified and care experienced N5 learners have made progress in most areas of literacy, numeracy and health and wellbeing.																								

<p>SCHOOL</p> <p>To improve children and young people's health & wellbeing</p>	<p><u>We have made good progress.</u></p> <p><u>What did we do?</u></p> <ul style="list-style-type: none"> Introduction of a small group setting (TLC) which supported identified learners who struggle with attendance and late-coming Agreed targeted support for identified learners to ensure a soft start to the beginning of the day.
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<p>Our measurable outcome for session 2024/25 was</p> <p>Our learners will have a well-rounded knowledge of the benefits of positive mental health and wellbeing</p> <p>Our learners will continue to build positive peer relationships and be supported to manage conflicts successfully</p> <p>All learners will experience nurturing, inclusive learning environments within a culture of high expectations for all</p> <p>Our learners will experience consistent and progressive approaches within PE (cluster priority)</p> <p>Our learners will experience a school community where their rights are respected, taught and practiced</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<ul style="list-style-type: none"> • Calm Kits and designated area/ calm space for each class to allow children opportunities to self-regulate • Creation of the Zen Den Sensory area which has allowed a number of children access to a space where they can go to self-regulate and calm down. • Yoga balls/ Flexible seating in some classes to allow learners an appropriate space to learn • Quiet play time and lunch time is available in TLC. This has allowed learners a quiet space to self-regulate as and when required • Daily check ins are linked to zones of regulation. This allows staff to check in with children who require it. • School purchased Donashello, our Southdale tortoise to support a small group of children through therapeut approach • HWB mini champions have been elected and support the HWB staff champion, family champion also identified. This ensures consistent messages across the school community. • Peer mediation has been introduced and P7 pupils have been trained. This allowed additional support in the playground to deal with conflict and has developed leadership skills of P6 learners. • Ambassadors introduced for – Reading, Equity, Peer mediation, P1/P7 buddies, Lead Learners, House Captains and vice Captains, Cloakroom monitors, HWB mini champions, Digital, 1+2, Lunch hall ambassadors, class ambassadors. This has further developed leadership skills • Continued use of the RSHP resource throughout the school to deliver the RSHP area of the HWB curriculum – this ensures consistency and progression across the stages • Implementation of whole school rewards such as – cloakroom of the week, Finer Diners, Mystery Envelope, Fantastic Friday – encourages and motivates children to take leadership and ownership. • Classroom jobs promote leadership in the classroom. • Schools values are embedded and celebrated • Silver RRS award has been achieved, teaching staff and pupils are able to use language associated with rights. • One trusted adult approach currently in place across the school. Children feel supported and know who they can speak to if they are worried. All children have a termly opportunity to identify/ update their trusted adult and are aware of the role of this person. • Continual conversations with class teachers about children’s HWB during E&E meetings, termly self-reporting using the wellbeing indicators and daily check ins with pupils using ZOR. This gives baseline information and allows staff to plan appropriately to meet the needs of all learners. • Positive Relationship Policy has been created in consultation with staff and parents. • Across the cluster, all primary settings have planned using a cluster wide programme, which ensures breadth and depth across learning in P.E. This further enhances transition approaches across the cluster. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Almost all children can discuss the zones of regulation and link their emotions to the correct zone. • Engagement with the interrupted learning service has supported attendance for some children across the school • Almost all (92%) of our parents feel their child feels safe at school • Almost all (97%) of our P5 – P7 children report feeling safe at school
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	<ul style="list-style-type: none"> • Most learners report as green for all wellbeing indicators • 97% of P5-P7 children feel they have a trusted adult in school • 82% of P5-P7 children feel other children treat them with respect • 80% of P5-P7 children feel the school supports them to make healthy choices • The school achieved the Gold Sport's Award <p>Impact of Level 2 Trauma training</p> <ul style="list-style-type: none"> • 100% of delegates who completed an evaluation have increased understanding of what trauma is and how common it is. • 98% of delegates who completed an evaluation understand the ways that trauma can affect people, including the impact on people's brains, bodies and behaviour. • 98% of delegates who completed an evaluation know how to support people following a traumatic event and their role in promoting safety. • 99% of delegates who completed an evaluation understand ways in which they can support people to recover from trauma. • 94% of delegates who completed an evaluation developed knowledge and skills to care for their own wellbeing.
<p>ELC</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2024/25 was</p> <p>Our vision, values, aims and curriculum framework will ensure the health and wellbeing of our children, families and staff is well supported.</p> <p>The UNCRC will underpin practice in the setting.</p>	<p>What did we do?</p> <ul style="list-style-type: none"> • Vision, values and aims shared with families during induction process and nursery handbook. • Pictorial representation of new Curriculum Rationale is visible in the nursery cloakroom area and digital representation created for correspondence, documentation, etc. • ELC Practitioners continue to promote vision, values and aims in daily practice in setting. • Supportive induction process in place for new children where individualised personal plans are created and effective relationships with families established. • All learners have a personal plan created in consultation with parents/carers and regularly reviewed by their allocated key worker that contains individual targets to support every child's wellbeing. • ELC staff continue to support learners in their understanding of the wellbeing indicators through a story based approach and use of characters, making links to indicators through play. SHANARRI characters are referred to in daily interactions with the children and most learners are able to name some of the indicators. • Colour Monster check in area used regularly with children. • Termly wellbeing check-ins take place through surveys with questions focussed on wellbeing. • All ELC staff are offered the opportunity to participate in wellbeing check in's with EYO. PT and ELCASM also provide supports for staff wellbeing where required. • UNCRC rights are visible in the playroom and referred to in daily interactions with the children. • Children's wellbeing is also discussed at Excellence and Equity meetings to ensure support strategies are in place where required including Positive Response Plans and targeted supports. • We have developed our transition timeline following consultation from previous parents and staff which has allowed us to plan an effective transition to P1 for all children. • The ELC participated in our whole school Wellbeing Week • Opportunities are provided to develop positive home, ELC links through Big Breakfast Blether. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • 100% of parent/carer respondents felt that their child is happy at Southdale ELC • All N5 learners are on track (green) in persevering and completing tasks, engaging in play activities, displaying a range of gross motor skills, independent skills and forming friendships with peers. • Almost all N5 learners are on track (tracking green) across all other areas of Health and Wellbeing

	<ul style="list-style-type: none"> Almost all (96.4%) N4 learners are on track (green or amber) in all areas of Health and Wellbeing
<p>SCHOOL</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2024/25 was</p> <p>Our learners will experience a broad and balanced curriculum that provides them with opportunities for choice and pupil leadership</p> <p>Our learners will experience a range of learning environments and approaches to enrich experiences (such as Outdoor Learning, Play based approaches, Digital technologies)</p> <p>Our school community will work together towards our RRS Gold Award</p> <p>Our learners will be more involved in dialogue about their learning through profiling, being able to talk confidently about their progress and next steps</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made good progress.</p> <ul style="list-style-type: none"> Our Vision, Values and Aims continues to be embedded and celebrated across the life of the school We have reviewed our learning for sustainability curriculum to ensure a more consistent and progressive approach across the school. P3 – P7 learners are part of an improvement group ensuring ownership of decision-making and school improvement. Learner conversations through Huddle Assemblies, Pupil Leadership Group. Learners are becoming more confident in talking about how to improve our school. In the majority of classrooms, learning is linked to skills and capabilities for the World of Work. Learners continued to develop an understanding of skills for life, learning and work through our whole school careers week Learners are able to access information using QR codes and search engines. They can also take and upload pictures to Seesaw and Teams to share learning with parents. There has been an increase in digital technology skills in some classes. Learners have the opportunity to share learning from out with school and wider achievements and these are celebrated on our Fantastic Friday slide My World of Work has enabled every child in P5-7 to begin to develop a form of profiling P4 – P7 bring their own device to school. Learners are becoming more confident in using a range of technology Peer mediation training took place. This will allow learners to support with conflict in the playground next session Cluster schools are piloting the My World of Work platform to support profiling of learner achievements. This is supporting learners to identify their own successes and next steps. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> 84% of P5-P7 learners feel the school helps them take responsibility for their own learning Learners across the school have access to a range of devices to support their learning with many P4 – P7s choosing to bring their own device to school. Our learners are eager to develop their digital skills further. All classes engaged with visitors to the school during careers week to learn about skills needed for particular careers
<p>ELC</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p>	<p>What did we do?</p> <ul style="list-style-type: none"> Digital Pedagogy Officer has supported the ELC to audit our digital resources and the use of technology within the ELC. Learners have developed confidence at using digital technologies resources to enhance their learning including the use of iPads and Promethean Panel Outdoor learning environment continues to be developed to ensure it is Literacy and Numeracy rich.

<p>Our measurable outcome for session 2024/25 was</p> <p>Learning is enriched and supported by effective use of digital technologies. We provide innovative and creative opportunities for children to experience high quality play both indoors and outdoors.</p> <p>Strong partnerships with families and the wider community will continue to support learners to develop transferable skills for life, learning and work. Children are empowered to contribute and make decisions in their own learning.</p>	<ul style="list-style-type: none"> • The outdoor area continues to be developing including an update of visuals/signage, and establishment of a Growing Garden • The ELC are involved in monthly food collections in partnership with the Dale Hub • Partnerships with families continue to be developed through effective communication and parental engagement opportunities such as Breakfast Blether, Stay and Plays and seasonal celebration events such as Christmas parties, Christmas Nativity, Welly Walk and Preschool Leaver's Celebration. • Seesaw has been successfully used to ensure all parents/carers receive communication about their children's learning and celebrate achievements. • Learners regularly contribute to the planning of their own learning through the use of floor books. • The ELC has developed strong community partnerships with Fire Service <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Almost all parent/carers are now contributing to or engaging with their child's Seesaw profile. • Almost all parents/carers have engaged in ELC events such as Stay and Play sessions, Breakfast Blether and celebrations.
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Almost all learners at Southdale Primary School have very good attendance. Our school attendance for the last 6 years has been above or in line with West Lothian average. SLT work alongside our families and outside agencies to promote good attendance and support those families who require it. We try to ensure early intervention of support. Learners with attendance rates of under 90% are targeted as per West Lothian Attendance Policy.

Attendance	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
School	96%	96%	97%	92%	94%	95%
Authority	95%	93%	95%	92%	92%	92%

School Exclusion

The school had one exclusion this session and over the past 3 years, our exclusion incidents had continued to drop. We feel this shows the impact of embedding our Positive Relationship Policy in line with our Restorative Practice training the staff have participated in. We continue to promote and ensure a positive and inclusive culture at Southdale Primary School.

Exclusion	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Learners Excluded	0	0	0	0	1	1	1

Engagement with parents/ carers

Parents are sent termly class newsletters, as well as receiving a weekly email sharing what's on for the week ahead and Fantastic Friday updates sharing achievements from across the school. The school has organised a range of events to include and involve the wider school community for example Outdoor Learning Week, Careers Week, Wellbeing Week and sharing of learning events.

During our recent ethos survey, 65.28% of our parents/carers felt that the school keeps them well informed about their child's progress, 91.67% of our parents / carers felt that staff are approachable and welcoming and 77.78% felt that the

school responds well to ensuring the views of parents/carers are sought when making changes. 88.89% of our parents / carers rated their overall satisfaction of the school positively.

Our Wider Achievements this year have been:

- Good engagement from families with Seesaw in P1-P3
- Successful Careers week, Wellbeing Week and Outdoor Learning Event
- Fabulous ELC - P3 Nativity & P4- P7 Christmas show
- Regular Southdale Stars certificates to recognise learners who continue to demonstrate our school values.
- Success at Netball, Basketball and handball tournaments
- Dance Showcase for staff and children
- New after school clubs – Warhammer club, lego club, cookery club
- Successful P7 residential camp at Dalguise
- P4 music input from NYCOS
- Equity Group success at Dragon’s Den & attending Social Enterprise Awards
- Class Trips for all classes
- Introduction of Fantastic Friday to celebrate achievement outwith school
- Successful implementation of class ambassadors, finer diners, Mystery envelope
- Peer mediation programme
- Partnership with Cluster Schools
- P7 success at Sky Studios
- Creation of school library and class libraries
- P5/6 tree planting
- Partnership with Wee Gems Nursery
- Development of Outdoor Learning approaches
- Donashello shop
- P7 Scottish themed enterprise coffee morning
- Creation of TLC (small group nurture setting)
- Introduction of Lead Learner Low Down
- Successful Thematic review in Literacy in ELC by Education Scotland
- Successful sports day
- Peer mediation programme
- Successful partnership with Family HWB champ
- Achieved Gold Sport’s Award

How good is our school? The quality indicators* evidence that:

1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	Good

How good is our Early Learning and Childcare? The quality indicators* evidence that:

1.3 Leadership of change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Securing learner’s progress	Good

*(Indicators used in How good is our school? 4th Edition, Education Scotland 2015 and

